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ABSTRACT

This brief paper summarizes survey materials gathered by the Multi-Agency Collaborative Initiative on Inclusive School Reform. The agencies involved are the National Association of State Directors of Special Education, the Council for Exceptional Children, the National Education Association, and the American Federation of Teachers and other organizations. The Collaborative's first step was to identify school districts or school sites that have effectively implemented inclusive school strategies. A survey was also conducted to identify resources in three categories: (1) statewide initiatives, (2) information documents or products, and (3) personnel preparation programs. A total of 309 school districts or schools from 38 states were nominated and 266 resources were identified. Information on statewide initiatives was provided by 25 states, references for information products by 21 states, and information about personnel preparation programs by 21 states. Appendices contain the SpecialNet message sent to State Directors of Special Education requesting nominations; the survey form sent; and a summary of state responses, by state, including contacts for more information. (DB)

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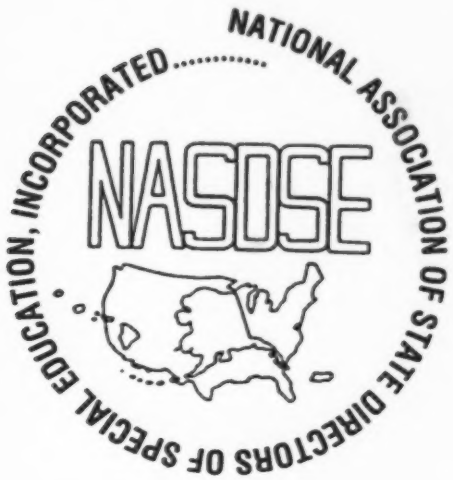
SUMMARY OF SURVEY MATERIALS COLLECTED TO SUPPORT THE MULTI-AGENCY COLLABORATIVE INITIATIVE ON INCLUSIVE SCHOOL REFORM

By Susan M. Catlett

January 26, 1994



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Under Contract No. HS92015001
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Prepared for:
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Summary of Survey Materials Collected to Support the Multi-agency Collaborative Initiative on Inclusive School Reform

Background and Purpose of the Activity

In recent months, the National Association of State Directors of Special Education (NASDSE) has been working with The Council for Exceptional Children (CEC), The National Education Association (NEA), The American Federation of Teachers (AFT), and other organizations to form the Multi-agency Collaborative Initiative on Inclusive Schools. Under the Leadership of Judy Schrag at CEC, the members of the Collaborative have planned a number of activities with the overall goal of putting information resources into the hands of constituent groups, including State Directors, that they can really use to support, promote, and implement effective school reforms that include students with disabilities.

The Collaborative's first step toward achievement of this goal was to identify school districts or specific school sites that have effectively implemented inclusive school strategies within an overall education reform effort. NASDSE contributed to this effort by asking its membership 1) to identify schools or districts where there has been full commitment to inclusion, sustained effort at making changes necessary to implement inclusion, and substantial accomplishments that can be documented, and 2) to nominate individual key players who were intensively involved in the design and implementation of the inclusive school reform for all students. The information request was FAXed to State Directors via SpecialNet. (See Appendix A for the text.)

Key persons who have worked to develop inclusive schools (e.g., building principals, local education agency special education directors, university consultants, state education agency staff) are critical elements to support the networking, problem solving and brainstorming efforts necessary to achieve system change. The Collaborative Initiative plans to involve some of these individuals, or "experts" in activities that will make the lessons learned from their experiences available to others.

By responding to these requests for information, States contributed to NASDSE's efforts to constructively involve other national education related organizations in addressing issues that are critical to the special education community. Project FORUM collected and catalogued all the nominations submitted before forwarding the information to Judy Schrag for the Collaborative's use.

As the second step, the Collaborative Initiative, plans to develop resource guides that will lead individuals seeking information to the sources most appropriate for their information needs. The Collaborative Initiative asked for NASDSE's help in identifying resources relating to three distinct categories: statewide initiatives; information documents or products; and personnel

preparation programs. Project FORUM at NASDSE designed a survey to assist in responding to the request. The survey sent to State Directors can be found in Appendix B. Only information that the State Directors were familiar with, knew to be useful, and thought would be helpful to other State Directors, local administrators and individuals seeking to include students with disabilities in school reform initiatives was requested.

Project FORUM staff collected all the survey responses and any additional source information received before forwarding them to Judy Schrag.

Summary of Responses

Response to both the nomination request and the survey was high. A total of 38 states nominated key players and school districts or sites that have effectively implemented inclusion. Project FORUM catalogued a total of 309 nominations including identifying information on 182 inclusive sites or districts and 127 key players or "experts" on inclusion oriented schools. These are summarized by state in Appendix C.

A total of 266 resources were identified in response to the survey. Many states provided information on several resources under each of the three categories. Project FORUM kept a listing of the document titles and types of resources. The surveys, any actual products received, and detailed information regarding statewide initiatives, information products or documents, and teacher training programs were forwarded to Judy Schrag for the Collaborative's use. These will be compiled by the Collaborative Initiative for the development of a resource guide to be disseminated by the Collaborative Initiative on Inclusive Schools.

Information requested on statewide initiatives that were either operational or in the planning stages was provided by 25 States. Although the actual titles of the projects varied, many states identified their statewide systems change projects and task forces on funding and inclusion as effective initiatives. Other frequently mentioned activities were research projects, school-based service delivery models, inclusion project sites, and local restructuring efforts to assist in the implementation of inclusive education. Some States mentioned the benefits of either statewide or local education agency training initiatives.

Twenty-one State Directors provided references for information products or documents they had found helpful in promoting inclusive school reform. Popular among States were books, videos and research documents. Frequently mentioned books were those that addressed collaborative guidelines and curriculum adaptations as well as training manuals and resource directories. Videos that provided parent perspectives, restructuring benefits, and

service delivery models were also widely used. Other information documents included research manuals, reports, and articles disseminated by research institutes.

Twenty-one states responded with information about personnel preparation programs for inservice training projects, conferences, and university preservice courses. Inservice training during the school year and summer institutes were the most frequently reported. Specific topics covered by the nominated training programs were inclusion, cooperative consultation, team and collaborative training programs, and the least restrictive environment.

Overall the two efforts at collecting information (nominations and the survey) identified 575 resources that NASDSE's membership know to be useful and effective in supporting inclusive school reform initiatives. Many respondents also provided copies of documents and literature about nominated programs. The Collaborative Initiative will use this information to develop usable resources to support the kinds of system change and networking necessary to achieve the objectives of the Individuals with Disabilities Education Act and the achievement of better outcomes for children and youth with disabilities. This information also will be a part of a broader document, Inclusive Schools: Principles of Good Practice, that will be developed during the next several months based on the experience and input from selected schools/school districts across the country who have implemented inclusive school strategies.

For more information about the work and future plans of the Collaborative, readers should contact Dr. Judy Schrag, Senior Research Fellow, CEC, 1920 Association Drive, Reston, VA 22091 (703) 264-9460.

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Appendix A
SpecialNet message to Directors Requesting Nominations
September 10, 1993

NASDSE is working with CEC, NEA, AFT, and other organizations on a collaborative inclusion project. While there are a number of activities being planned, the overall goal of all of them is to put information resources into the hands of constituent groups, including State Directors.,that they can really use to support and promote effective inclusion for students with disabilities.

One strategy to contribute to achievement of this goal is to identify key players from school sites that have been intensively involved in designing and implementing inclusive educational models for children with disabilities and engage them in activities that will make the lessons learned from their experiences available to others. As a first step, NASDSE has agreed to ask its membership to identify any school districts or specific schools (within your state or elsewhere) that have effectively implemented inclusive schools as part of overall education reform.

We recognize that you may be asked for this kind of information frequently. But we also know that the rate of change, growth, and development in this area is phenomenal. Furthermore, we are not compiling a comprehensive directory at this time. Rather we want to know about school settings where there has been full commitment to inclusion, sustained effort at making changes necessary to implement inclusion, and substantial accomplishments that can be documented. We also want to know about key persons who have worked with these inclusive schools such as building principals, local education agency special education directors, university consultants, state education agency staff, etc.

By responding to this request for information you will be contributing to NASDSE's efforts to constructively involve other national education related organizations in issues that are critical to the special education community. The information you provide will be used to develop a valuable resource that State Directors can use to promote better outcomes for all children including those with disabilities.

Please send your nominations of individuals and schools or districts where inclusion of children with disabilities has been part of overall school reform efforts to the attention of Trina W. Osher at NASDSE. Please Include sufficient information for the planning team to follow up and contact the site or individual directly. Your response is needed by August 23rd to assist in the planning and implementation of activities.

Thanks for your input and support.

Martha J. Fields, Executive Director

Appendix B
Survey sent to State Directors

National Association of State Directors of Special Education, Inc.
King Street Station I, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314
Tel: 703/519-3800 • Fax: 703/519-3808 • TDD: 703/519-7008 • SpecialNet: NASDSE

September 6, 1993

Dear :

As you know, NASDSE is working on a collaborative project with CEC, NEA, AFT, and other organizations on an inclusion project. We appreciate your prompt response to our recent request for names of persons, school districts and specific schools that have been successful in implementing inclusive educational models within an overall school reform effort. The work group will use your nominations to identify specific individuals to involve in developing useful products on including students with disabilities in regular education reform.

Another task the work group has planned is the development of resource guides that will lead individuals seeking information to the sources most appropriate for their information needs. The work group recognizes that State Education Agencies are the best source of information about resources that have been useful in helping local school districts implement reforms that include students with disabilities. Therefore, NASDSE is asking for your help in identifying resources the work group should consider. The work group is interested in three distinct categories of resources: statewide initiatives; information documents or products; and personnel preparation programs.

Project FORUM staff have designed a survey form to assist you in responding to this request. Please take a few minutes to complete the survey and return it to them for compilation. Remember, the work group is only interested in the resources that you are familiar with, **know to be useful**, and think really would be helpful to other State Directors, local administrators, and individuals seeking to include students with disabilities in overall school reform initiatives. The work group's goal is to produce a final product that takes advantage of your experiences and will be a useful resource that you will want to share with others.

We recognize that you may not have suggestions for every category of interest to the work group, therefore, the survey is designed for you to indicate when you have no input on a

particular question. Please return this survey by September 30th, to Project FORUM at NASDSE, 1800 Diagonal Road, Suite 320, Alexandria, VA 22314, attention: Susan Catlett. Responses can be FAXed to 703-519-3808.

Thank you again for your cooperation and participation!

Sincerely,

Martha J. Fields
Executive Director

Multi-organizational Collaboration
Survey on Resources to
Facilitate Inclusion
September 6, 1993

Directions: Space is provided to respond to each of the items. You may attach materials or write on the back of this form if necessary. Please provide sufficient information so that the work group can locate the resource for follow up.

If you have no additional information to share at this time, please indicate by placing an "X" in the space provided.

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Name of person completing this form. Phone number where you can be reached.

A. Identify statewide initiatives that are intended to promote inclusion of students with disabilities in overall school reform. These may be in any form such as task forces or work groups exploring specific issues (e.g., alternative assessments, building based change, etc.), policy changes or policy studies, funding formula changes, development grants (e.g., to support innovation), or training modules provided they are intended to result in change **statewide** (these may include state supported pilot programs which will eventually be implemented statewide). Feel free to attach informational materials about these activities. Please indicate whether these are currently operational or in planning.

(Sorry, I have no new information to share. _____)

Initiative 1. In planning _____ Operational _____

_____

_____

_____

Initiative 2. In planning _____ Operational _____

_____

_____

_____

Return to Project FORUM at NASDSE
1800 Diagonal Road, Suite 320, Alexandria, VA 22314

B. Identify the most useful information **products** you have found on the topic of inclusion and its implementation (developed in your state or elsewhere). These may be videos, audiotapes, books, articles, reports, or other documents. Please use the space below to provide the item's name and author, publisher or distributer, and indicate the type of product.

(Sorry, I have no new information to share. _____)

Item 1. Type of product _____

_____

_____

_____

Item 2. Type of product _____

_____

_____

_____

C. Identify training programs that are specifically designed to support personnel involved in school reform efforts that include students with disabilities in general education classes and programs. These may be formal or informal such as courses offered by teacher training institutions, activities supported under your CSPD program, workshops, seminars, and other activities sponsored by regional or local agencies or other efforts that you have found to really help staff to serve children with disabilities in restructured schools. Please provide sufficient contact information for the work group to follow up if necessary.

(Sorry, I have no new information to share. _____)

Training Program 1. Preservice _____ Inservice _____

_____

_____

_____

Training Program 2. Preservice _____ Inservice _____

_____

_____

_____

Return to Project FORUM at NASDSE
1800 Diagonal Road, Suite 320, Alexandria, VA 22314

Appendix C
Summary of State Responses

State	Sites	Experts	Resources	Contact for more information
Alaska	1			Chris Niei (907) 465-8710
Arkansas	6	1	6	Darleen Riley (501) 682-4475
Arizona	7		12	Kathryn Lund (602) 542-4361
California	46			Susan Chastain (916) 657-3567
Colorado	7	3	8	Terri Rogers-Connolly (303) 866-6702
District of Columbia		1	4	Lila Vanderhorst (202) 724-4178
Florida	2	8	42	Susan Avery (904) 488-1106
Georgia		10	4	Joan Jordan (404) 656-3963
Hawaii			6	
Idaho		2		Fred Balcom (208) 334-3940
Illinois	10	23		Kathryn Cox (217) 782-6601
Indiana	10		17	Paul Ash (317) 232-0570
Iowa	2			J. Frank Vance (515) 281-3176
Kansas	7			Betty Weithers (913) 296-3869
Kentucky		1	3	Mike Miller (502) 564-4970
Louisiana			3	
Maine		5	7	Mona Baker (207) 287-5306
Maryland	9	5	3	Donna Riley (410) 333-2491
Massachusetts		8	15	Linda Gerstle (617) 388-3300 ext262
Michigan	4		4	Richard Baldwin (517) 373-6309
Minnesota	1		3	Pam Jones (612) 297-3619
Missouri		3		John Heskett (314) 751-2965
New Hampshire	9		10	Carol Tashie (603) 228-2084
New Jersey	6		10	Jeffrey Osowski (609) 633-6833
New Mexico	9	3		Bill Trant (505) 827-6541
New York	3			Matt Juno (518) 474-8917
North Carolina			50	
Ohio		8	15	John Herner (614) 752-1622
Oklahoma	3			John Corpolongo (405) 521-3351
Oregon		7	10	Nancy Anderson (503) 378-3598
Pennsylvania	17		4	Linda Rhen (717) 783-6913
Puerto Rico		1		Adela Vazquez (809) 764-6144
Rhode Island		13		Ina Woolman (401) 277-3505
South Carolina	1			Cindy Clark (803) 734-8212
Tennessee		1	6	Nan Flora
Texas	12	4	5	Peter Kircher (512) 463-9734
Utah	3	1	9	Steve Kukic (801) 538-7706
Vermont	1	3	9	Patricia Johnson (802) 828-3141
West Virginia	5	3		Ruth Lilly (304) 558-2681
Wisconsin		12		Jim Despins (608) 266-1785
Wyoming	1		1	Lisa Steer
TOTAL	**182**	**127**	**266**	